

An Analysis of Lexical Cohesion in Rubric *Opinion* of The Jakarta Post Published in May 2013

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Abstract

This research was conducted by Marwan Febri, NIM. 209 3235 72, entitled “An Analysis of Lexical Cohesion in Rubric *Opinion* of The Jakarta Post Published in May 2013”. The purpose of this research was to investigate the lexical cohesion’s division and their analysis based on the contexts. The method of this research was descriptive qualitative method. The object of this research was rubric opinion of The Jakarta Post published in May 2013 which were taken seven opinions. The result showed that there were four lexical cohesion’s division found in the texts such as : reiterating with the same word, reiterating by synonym, superordinate, and antonym. They were shared in the texts randomly. 50 words were reiterated with the same word. Reiterating with synonym were 4. Hypernym words were 21. There were 12 antonym words from all texts.

Key words : Lexical cohesion, Jakarta Post.

A. Introduction

In learning a language, there is a term ‘discourse analysis’. According to Rymes (2008: 12) the simplest definition of discourse is *language-in-use*. Furthermore, he explained some linguists have argued that the defining feature of language is its ability to be *de-contextualized*. People utilize discourse, either spoken or written in daily activities. A student, for example utilizes academic books as written discourse to back up the theories received from school. Another example, companies advertise thier product on newspaper to get more costumers, a job seeker also looks up newspaper for job vacancy and so on. Thus, so many advantagies offered by newspaper as written discourse.

Nowadays, language is not only used as tool of communication in human life, but also, especially for linguist, language is learnt and arranged deeply by them to make easier how to teach and explain the sentence in discourse (written discourse and spoken discourse) by

analyzing text. Therefore, language and discourse are as unity in learning process. So, understanding of discourse analysis is one of the important benefit for teaching and learning process, especially in English language learning. In addition, the goal of discourse analysis is to analyze the actual language in use. Language is not seen as its form only, but also its function. One of issues in discourse analysis interesting to analyze is lexical cohesion. It is different from other cohesive elements in the text such as; reference, substitution, ellipsis, and conjunction. The principles of lexical cohesion put forth by Halliday and Hasan (1997) will be applied to the data to demonstrate the overall meaning.

B. Literature Review

1. Discourse Analysis

According to Rymes (2008: 15) discourse is *language-in-use*. Therefore, discourse Analysis involves investigating how *discourse* (language in use) and *context* affect each other. Sometimes, understanding why someone said something a particular way, involves looking at *previous contexts* of use. Another expert, Gilbert and Mulkay's study of scientists' discourse in Wooffitt (2005: 25) pointed out Discourse Analysis as the focus on the functional orientation of language use, the acknowledgement of variability in accounts, and the examination of broad regularities in the ways in which accounts are constructed.

Besides, McCarthy (1991: 5) defines "Discourse analysis is concerned with the study of the relationship between language and the context in which it is used". He explains that discourse analysis study in use : written text of all kinds, and spoken data, from conversation to highly institutionalised forms of talk (McCarthy, 1991 :5). Brown and Yule (1983: 1) states, "The analysis of discourse is, necessarily, the analysis of language in use". In addition, Ihsan (2011: 21) quoted from Cutting he explains that the similarity between pragmatics and discourse analysis, is analyzing a language as tool of communication

either spoken or written, therefore all forms of language such as : conversation, speech, essay, letter, article, etc are including pragmatics and discourse analysis discussion. In addition, Tarigan (1987: 23) explains that discourse analysis is analysis the variation of language functions. Moreover, he explained; certainly, we use language in continuity or sentence order. From explanation above, the researcher point out that discourse analysis is the study about how to analyze the relationship between language and its context in use.

2. Written and Spoken Language

As we have known from previous explanation above, that language can be classified into spoken and written language with their own characteristics. Miller in Aarts & McMahon (2006: 671) defined that spontaneous spoken language is far more different from (formal) written language than had been suspected and every area of language is affected – morphology, phrase and clause syntax and the organization of discourse. Ihsan (2011 : 21) states that pragmatics refers to use of spoken language, therefore one characteristic is speech acts which does not appear in written language.

3. Lexical Cohesion

As we have known that there various types of grammatical cohesion: reference, substitution and ellipsis, and conjunction. In completing the illustration of cohesive relations, it is needed to know *lexical cohesion*. It is different from grammar cohesive elements. According to Halliday and Hasan (1976), “Lexical cohesion is the cohesive effect achieved by selection of vocabulary”. The two basic of lexical cohesion are reiteration and collocation. Reiteration pertains to the repetition of lexical item, either directly or through synonym, near synonym, superordinate or general word. Collocation refers to lexical items that are likely found together within the same text.

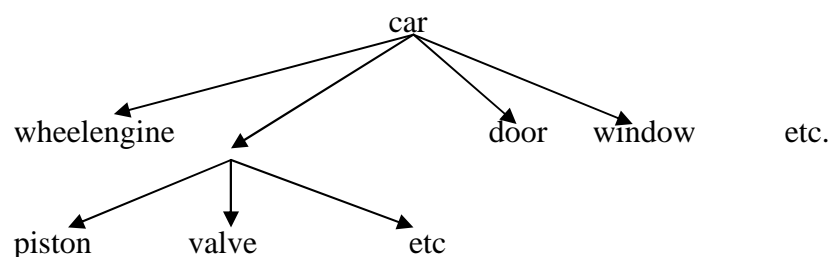
1). Synonym

According to Palmer (1983:88), “Synonym is used to mean ‘Sameness of meaning’. In addition, Saeed (1997: 65) defined synonymy as different phonological word but have the same or very similar meaning. Here are some example; *couch/sofa, boy/lad, lawyer/attorney, toilet/lavatory, large/big*. Another example in sentence, ‘*accordingly ... I took leave, and turned to the ascent of the peak. The climb is perfectly easy...*’

It is showed that the word ‘*Climb*’ refers back to ‘*ascent*’ (Halliday and Hasan, 278). It means that *climb* has same meaning with *ascent*.

2). Superordinate

Another term to describe superordinate is ‘meronymy’. According to Saeed (1997: 70) Meronymy is term to describe a part-whole relationship between lexical items. Furthermore, he explained that meronymy reflects hierarchical classifications in the lexicon somewhat like taxonomies: a typical system might be:



(Saeed, 1997: 10)

For example; ‘*Henry’s bought himself a new Jaguar. He practically lives in the car*’ The word ‘*car*’ refers back to ‘*Jaguar*’; and ‘*car*’ is superordinate of ‘*Jaguar*’- that is, a name for more general class (as vehicle is a superordinate of *car*, *spoon of teaspoon, cut of pare, and so on*). (Halliday and Hasan, 278). Superordinate is also called with hypernymy. According to Lubis (1994 : 43), superordinate is the names which branch off another names. In addition, Palmer (1983 : 85) states, “The ‘upper’ term is superordinate and the ‘lower’ term the

hyponym”. Based on theory of experts above, it can be concluded that superordinate is ‘general’ term which has branches.

3). Collocation

There is obviously a systematic relationship between a pair of words such as *boy* and *girl*; they are related by a particular type of oppositeness, called complementary in Lyon’s classification. (Halliday and Hasan : 285). In addition, Lubis explains that collocation can be divided into exclusive and inclusive of antonym. Exclusive antonym is the way to deliver sentences with againsting words. Meanwhile, inclusive antonym one of part is sequence, such as day, months, year, colour, furniture etc. (1994 , 44-45)

4). The Jakarta Post’s History

The year 1983 marked an important milestone in the history of media publishing in Indonesia when the first issue of *The Jakarta Post* appeared on April 25. The new English daily is unique, not only in its goal, which is to improve the standard of English language media in Indonesia, but also in bringing together four competing media publishers into producing a quality newspaper with an Indonesian perspective. The objective of the new publication was to present to the public a newspaper of the highest quality that would provide its readers with all the news that was not only fit to print, but that would deepen their insight into the very workings of this vast archipelago, its people and its government, as members of the great family of nations.

C. Finding

Lexical cohesion’s division found in texts can be seen below.

D. DISCUSSION

B1. Text 1

Based on literature review in the chapter II, lexical cohesion’s division in text 1 as seen below.

1. Reiterating with the same word

I as a subject appeared 12 times, *Rome* appeared 2 times, *headmaster* appeared 2 times, a *mess* appeared 2 times, *Indonesia* appeared 5 times, *education system* 3 times, *allocated* appeared 2 times, *lack* appeared 2 times, *South Korea* appeared 2 times, *Italy* appeared 2 times, *PISA* appeared 4 times, *bechmark* appeared 2 times, *poor* appeared 2 times.

Word *I* in the text is as the most frequency. Word *I* is as the writer and main subject which is involved directly in the event. Those words which are repeated more than one time can not be changed by using reference because their position in the text. for example, word *Rome* which is repeated 2 times can not be substituted by reference because their position are far each other. The meaning will be ambiguity if word *Rome* is forced to substitute into reference.

2. Reiterating with synonym

As in text 1 at line 12-16 :

When I told the headmaster about this, his **reply** was, “Oh, most schools abroad are only better at mathematics, nothing else”. Much to the consternation of my mother, I retorted, “If our education system is so great, then why is our country in such a mess?” There was no **answer**.

From the text above, word *reply* and *answer* have sameness of meaning. Therefore, they are categorised as synonym.

Reply noun act of replying to sb/sth (*oxford dictionary*).

Answer noun thing said or written in response to sb/sth : reply (*oxford dictionary*).

3. Superordinate

As at line 34-37 :

One depressing example is the recent plan to drop science, social studies and reduce English instruction, replacing them with “character building” subjects like **Islamic studies** and **local culture**.

From the text above, it can be comprehended that word *islamic studies* and *local culture* are division of *character building*. Word “like” indicates *islamic studies* and *local culture* including *character building*.

As at line 27-42 :

So what's wrong with Indonesia's education system? Sadly, just about everything. Here's the list (and, believe it or not, folks, it's not exhaustive!): The majority of teachers — especially in elementary school — are neither properly qualified nor trained and “upgraded” on a regular basis. The student-teacher ratio is one of the lowest in the world. The curriculum is poorly thought out, even illogical. One depressing example is the recent plan to drop science, social studies and reduce English instruction, replacing them with “character building” subjects like Islamic studies and local culture. There are also too many subjects taught, and they are spread too thinly, over-burdening students. In fact, the curriculum in general is not geared to “learning for the future”, as a good education must be. The **exam** and **evaluation** system also needs much improvement.

Based on the context, word *exam* and *evaluation* can be categorised as superordinate which *the way to improvement* as their hypernym.

As at line 44-46 :

And, of course, there is a serious lack of professionalism among the regional education officers and school staff, including **headmasters** and **school administrators**.

From the text, word *including* identifies that the headmasters and school administrators are division of school staff. So, word *school staff* is hypernym of them.

As at line 53-54 :

Books are likewise often incomplete, and many schools don't have **laboratories** or even **libraries**.

Because they are kinds of school infrastructures so, they can be categorised as hyponym and school infrastructure as their hypernym.

As at line 78-79 :

Shanghai students, including migrant students, were highest in every aspect (**math, reading and science**).

Based on the context above, the word *math, reading and science* are subjects. They can be said as hyponym word and word *subject* as their hypernym. *Italy, Indonesia, Finland, South Korea, Afganistan, US, Republic of China*. Shared in text 1. This word is divided into some continents, a continent is divided into many countries, a country divided into some regions, a region is divided into districts, and a

district divided into villages. The word *Italy, Indonesia, Finland, South Korea, Afganistan, US, Republic of China* are names of countries. Thus, they are categorised as hyponym.

4. Antonym

The antonym words in text 1 are :

As at line 42-44 :

It's currently aimed more at simply "passing" the student rather than making **him** or **her** understand what is being taught.

As at line 49-53 :

Partly as a result, infrastructure is very bad: of about 900,000 elementary school classrooms throughout the country, only 42 percent are in **good** shape, 35 percent are in disrepair and almost 25 percent are heavily **damaged**.

Based on the text, word *good* and *damaged* function as adjective which describe contradictory condition.

As at line 49-53 :

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As at line 47-49 :

While the education budget is high enough — approximately Rp 70 trillion (US\$7.2 billion) allocated for the **central level** and Rp 200 trillion for the **regions** — it is not properly allocated.

From the text, word *central level* and *regions* have difference in areas level and this areas level difference cause oppositeness meaning of the two words.

As at line 86-88 :

One of Schleicher's several encouraging findings is that "we no longer live in a world that is neatly divided between **rich** and well-educated countries and **poor** and badly-educated ones".

Contradictory condition between rich and poor cause oppositeness of meaning. So, the words are categorised antonym.

As at line 86-88 :

One of Schleicher's several encouraging findings is that "we no longer live in a world that is neatly divided between rich and **well-educated** countries and poor and **badly-educated** ones".

Well-educated and *badly-educated* are kinds of compound adjective.

B2. Text 2

1. Reiterating with the same word

democracy appeared 12 times, *the president* appeared 2 times, *Indonesia* appeared 8 times, *Islam* appeared 10 times, *view of the nation* appeared 2 times, *sovereignty* appears 2 times, *muslim/muslims* appeared 6 times, *equality* appeared 2 times, *the people's sovereignty* appeared 2 times, *absolute* appeared 2 times, *god* appeared 3 times.

Word *Democracy* is the most frequency because it related with the topic of the text directly. Those words which are repeated more than one times. The writer uses those words because they can be changed by reference.

2. Reiterating by synonym

As seen at line 40 - 44 :

If the interpretation of democracy is the existence of certain social and political ideals, like the freedom of **thought**, faith, **opinion** and equality before the law, there would seem to be no contradiction, as these are guaranteed by Islam.

As at line 28-29 :

Laws and **regulations** are decided by the people through their representatives and not by God.

3. Superordinate

Superordinate or general word.

As at line 48-50 :

Such a paradigm stems from Middle Eastern Muslims' limited understanding of Islam's nature and essence, both with regard to the **Koran** and **Hadith** and with regard to history.

Koran and hadith can be either abstract noun or concrete noun

From the context above, *koran* and *hadith* are as abstract noun. It is said as abstract noun because *koran* and *hadith* are used by muslims as their guideline of life. It will be concrete noun when *koran* and *hadith* in printed form. Guideline of muslims' life is as the hypernym. *Singapore, Indonesia, US, and Malaysia* .Shared in text 2. They are the name of countries. Thus, the hypernym is the name of country.

B3. Text 3

1. Reiterating with the same word

National Front (BN) appeared 3 times, *the election* appeared 3 times, *the parties/parties/party* appeared 7 times, *voters/the voters* appeared 3 times, *policy* appeared 4 times, *Malaysia* appeared 2 times, *republican/republicans* appeared 2 times. Word *parties/parties/party* are the most frequency it has relationship with the topic directly.

Those words are unable to change into reference because their position in the text. So, the writer repeats to write with the same words.

2. Superordinate

As at line 10-14 :

Despite minor reforms, BN still believes in the long-held affirmative action that favors native Malays to achieve a balance vis-à-vis prosperity with the two other ethnic groups in the country, namely **Malaysians of Chinese** and **Indian descent**.

Malasyians of Chinese and *Indian descent* are ethnics in Malaysia.

The ethnics are division of Malasyian ethnics. Therefore, ethnic in Malaysia is hypernym of them.

Alliance (pakatan rakyat) and *National Front (BN)* are two parties in Malaysia. Shared in text 3.

As at line 30-34 :

But when economy stagnates after massive growth and the best prescription says the government should stay out of the economic sphere, then conservative, **liberal** and **republican** parties are the best option. *liberal* and *republican* are two different parties. So, two different parties are as their hypernym.

As at line 24-26 :

But if the Democrats win, then Americans can expect more lenient policies surrounding **gay marriage, abortion rights, bailouts of bankrupt companies** and more welfare-state policies.

gay marriage, abortion rights, and bailout of bankrupt companies are considered as lenient policies by the writer. So, they are can be said as hyponym of lenient policies. They are lenient policies.

US, Malaysia, and Indonesia. Shared in text 3.

As at line 46- 51:

There is no sacred conviction of an ideal government system among the major and middling parties, such as the **Democratic** Party, the Golkar Party, the Indonesian Democratic Party of Struggle (PDI-P), the Muslim-based United Development Party (PPP) and Prosperous Justice Party (PKS) or the Great Indonesia Movement (Gerindra) Party, should they win the election.

B4. Text 4

1. Reiterating with the same word

power appeared 2 times, *Malaysia* appeared 3 times, *brain drain* appeared 2 times, and *BN* appeared 4 times. The distance of those words cause the writer writes repeating with the same words.

2. Superordinate

Hyponym words in text 4 are :

Malaysia, Thailand, and Myanmar are asian countries. Therefore, they are hyponym which asian country as their hypernym.

3. Antonym

Word *coalition* and *opposition* are shared in text 4.

B5. Text 5

1. Reiterating with the same word

Indonesia appeared 2 times, *sharia law* appeared 3 times, *the koran* appeared 2 times, *the law* appeared 3 times, *sharia* appeared 4 times, *Islam* appeared 7 times, *muslims* appeared 2 times, the east appeared 2 times, *fairness* appeared 2 times, *hijab* appeared 3 times and *men* appeared 2 times.

Those words in the text are repeated with the same words, because they are unable to change into reference. It is caused by distance and position of the words.

2. Superordinate

Papua, Bali, Tasikmalaya, West Sumatera are Indonesia regions.

Therefore, Indonesian region as hypernym of them.

(5.74) *fathers, husbands, brothers, and son*

fathers, husbands, brothers, and son are masculine gender. Man is their hypernym. So, the words can be categorised as hyponym.

3. Antonym

As at line 35-37 :

The research actually shows Indonesian sharia law is **lenient** rather than **stringent**.

We can see easily that *lenient* and *stringent* are antonym. Word *rather than* as comparing sign indicates contradictory condition between *lenient* and *stringent*.

As at line 43-47 :

This research is flawed because of its one-sided research questions, particularly in regard to obedience. Pew only asked whether a **wife** should always obey her **husband** and failed to ask husband's responsibility to his wife.

wife refers to female gender, on the contrary *husband* refers to male gender. wife and husband are as antonym.

As at line 45-47 :

Pew only asked whether a wife should always obey **her** husband and failed to ask husband's responsibility to **his** wife.

The oppositeness of meaning identifies them as antonym.

As at line 68-70 :

According to Pew's research, 76 percent of Indonesian Muslims agreed that **sons** and **daughters** should have equal inheritance rights there are demands for fairness.

As at line 50-54 :

With this in mind, it can be said that the research was undertaken with a limited knowledge of Islam and bias toward how Muslim **women** and **men** act.

B6. Text 6

Indonesia appeared 2 times, *like* appeared 3 times, *we* appeared 6, *predict* appeared 3 times, *rely* appeared 3 times, *the coming generation* appeared 2 times.

Changing the words into reference is not unable. So, the writer repeated the words with same words.

1. Superordinate

As at line 49-52 :

We should also open a broad poetic sphere for youngsters to be creative by means of providing them with opportunities for artistic works (**painting, singing, writing and crafts**), sports and, increasingly recommendable, martial arts.

From the text, it can be analyzed that word *painting, singing, writing* are gerund.

As at line 23-28 :

Therefore, it is our obligation to equip the next generations with an education in liberal arts that is historically proven; a correct mother tongue which in our case would be our **national language, mathematics and natural sciences, history and geography** and, not the least, ethics and discipline in order for individuals at large to be civilized in an increasingly pluralistic society.

B7. Text 7

Based on literature review in the chapter II, lexical cohesion's division in text 7 are :

1. Reiterating with the same word

Indonesia appeared 4 times, *cultural* appeared 2 times, *Islam* appeared 4 times, *pesantrens* appeared 3 times, *islamic boarding school* appeared 7 times and *appeared* appeared 2 times.

2. Synonym

As at line 11-13 and 31-33 :

This is the result of a process of indigenization of Islam, rather than re-Islamization, which has **occurred** since the 13th century AD (11-13).

In this way, the progress of Islamization in the archipelago fueled by the establishment of schools **appeared** to be based on fiqh-Sufi Muslims (31-33).

Superordinate

As at line 27-31 :

After their return to the country at the beginning of the 20th century, they established pesantrens. In these schools, Islamic preachers such as **Kiai Hasyim Asya'ari, Kiai Khalil Bangkalan, Kiai Mahfudz Termas**, etc sharpened methods of sharia science in a comprehensive manner.

Hasyim Asya'ari, Khalil Bangkalan, Mahfudz Termas *Hasyim Asya'ari, Khalil Bangkalan* and *Mahfudz Termas* are javanese ulema. Therefore, they are hyponym of javanese ulema.

As at line 70-74 :

Contradictory to these findings, a research conducted by the Indonesian Religious Affairs Ministry uses a framework based on the ideological history of pesantren, namely the ideology of Islamic boarding schools that are based upon tawassuth (middle way), tasammuh (tolerance) and tawazun (equilibrium).

tawassuth, tasammuh, and tawazun are ideology of Islamic boarding school. They are three division of peasants' ideology.

Therefore they are hyponym of peasants' ideology as their hypernym.

E. Conclusion

Based on previous analysis in chapter four, the conclusion of this is research as bellow :

Lexical cohesion found in rubric opinion of the Jakarta Post published in May 2013 and its analysis.

The result showed that there were four lexical cohesion's division found in the texts such as : reiterating with the same word, reiterating by synonym, superordinate, and antonym. Words such as : Indonesia, Islam, Muslim/muslims, National Front (BN) and Malaysia are not shared only in one text , they may exist in more than one text. *Indonesia* appeared 5 times in text 1, 8 times in text 2, 2 times in text 5 and text 6 and 4 times in text 7. Therefore, the total frequency is 21 times. Word *Islam* appeared 10 times in text 2, 7 times in text 5 and 4 times in text 7. Thus, the total frequency is 21 times. *Muslim/muslims* appeared 6 times in text 2 and 2 times in text 5. So, the total frequency is 8 times. *National Front (BN)* appeared 3 times in text 3 and 4 times in text 4. The total frequency is 7 times. *Malaysia* appeared 2 times in text 3 and 3 times in text 4. So, the total is 5 times. Reiterating by synonym does not exist in text 3, text 4, text 5 and text 6. it exist in text 1, text 2 and text 7 only. Antonym exist in text 1, text 3 and text 5 only.

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